Maryland Report Card

Queen Anne's County **2015 Progress Report**

Queen Anne's County

	Co	unty	Sta	ate		Cou	nty	Sta	ate
Attendance Rate %	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:				
Middle	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	20.4	22.3	27.4	27.2
High	94.5	94.7	92.4	92.7	Advanced Professional Resident Teacher	77.3 0.0	75.4 0.0	65.2 1.1	65.5 0.7
Cohort Graduation Rate%					Conditional Teacher	1.0	0.8	1.5	1.0
					% of classes NOT taught by high	nly qualifie	d teache	rs	
Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	≥ 95.00	93.97	88.70	86.39	All Quartiles	2.9	2.4	8.4	7.6
Class of 2014 (3-fedi Nate)	2 33.00		00.70		Elementary Low Poverty	0.0	0.0	2.9	3.0
					Elementary High Poverty	*	*	10.5	11.4
					Secondary Low Poverty	3.7	2.4	6.7	6.0
					Secondary High Poverty	*	*	17.7	15.7
		(/*// :	d:a		th 10 -tdt !t				

[&]quot;*" indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

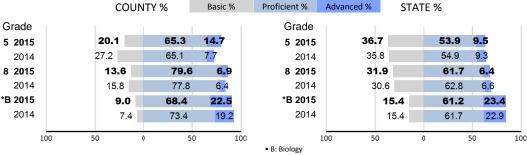
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

MS

Queen Anne's County MSA Proficiency Levels

cience



Maryland School Assessment (MSA)

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Basic %

Science:

Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

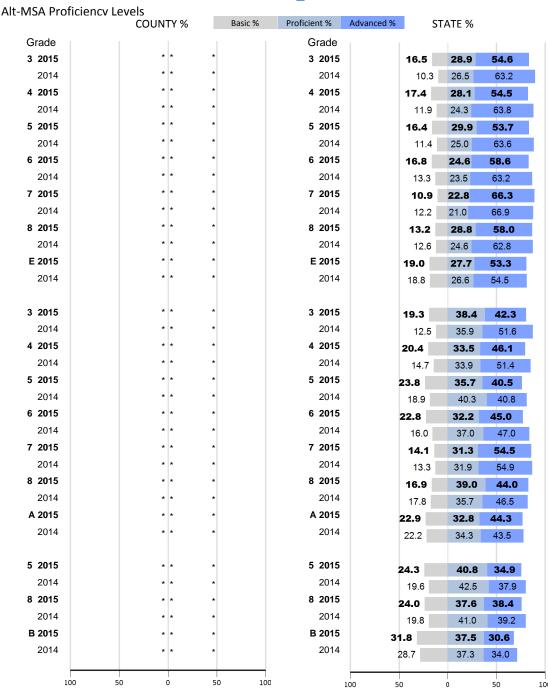
Advanced %

Proficient %

Queen Anne's County

Reading

Mathematics



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

_	•				24.5	40.0	34.9		
٥	2014	* *	*	2014	19.6	42.5	37.9		
Scien	8 2015	* *	*	8 2015	24.0	37.6	38.4		
	2014	* *	*	2014	19.8	41.0	39.2		
	B 2015	* *	*	B 2015	31.8	37.5	30.6	'	
	2014	* *	*	2014	28.7	37.3	34.0		
	100	50 0	50 100	10	 00 50	0	50	100	
	*Applies to Alt MSA only	'	E: English; A: Algebr	a/Data Analysis	s; B : Biology				
Basic %	*Reading: Students are unable to read and understand literature and passages of information that an written for students in their grade.	comprehending grade appropriate literature and	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects n students to know and be able to do a this grade level.	mastered the s	v they have only partially skills and concepts defined nd Algebra/Data Analysis	Science: Students show t attain proficienc supporting evide provide little or information.	y. They use mence, and resp	inimal onses	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written is students in their grade, and the can demonstrate the ability to understand literature and passages of information.		Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	data analysis sk	of fundamental algebra / kills and concepts and can entry-level problems in	Students use sugenerally comple of scientific cond skills.	ete with some	integration	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
% pa	Students can regularly read text that is above their grade level, at they can demonstrate the ability understand complex literature a passages of information.	nd comprehend and interpret	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	algebra/data ar	egularly solve complex nalysis problems and uperior ability to reason /.	Students use sci demonstrate a fi concepts, princi	ull integration	of scientific	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.
_			a manuland soutourn to						

Queen Anne's County

PARCC Assessment Performance Results Summary - 2015

											Perfo	orma	nce l	Leve								
				Lev	el 1			Lev	el 2			Lev	el 3			Lev	el 4			Lev	el 5	
			D		et meet	t	Partia	lly met	expecta	ations	Appro	ached	expecta	itions	N	let exp	ectation	s	Exce	eded e	xpectati	ions
	TES	TED	Cou	unt .	%	6	Cou	unt	%	6	Co	unt	9/	6	Cou	ınt	%	6	Cou	ınt	%	6
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	582	65088	109	13108	18.7	20.1	113	12816	19.4	19.7	128	14322	22.0	22.0	215	21951	36.9	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	576	63792	64	8012	11.1	12.6	91	12855	15.8	20.2	181	17329	31.4	27.2	205	20718	35.6	32.5	35	4878	6.1	7.6
English/Language Arts 5	591	63331	34	7528	5.8	11.9	91	13204	15.4	20.8	167	17245	28.3	27.2	281	23353	47.5	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	568	62055	46	7353	8.1	11.8	106	13429	18.7	21.6	209	18848	36.8	30.4	188	19893	33.1	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	625	61200	60	10536	9.6	17.2	107	11686	17.1	19.1	157	15297	25.1	25.0	213	17718	34.1	29.0	88	5963	14.1	9.7
English/Language Arts 8	533	59335	51	10111	9.6	17.0	73	10969	13.7	18.5	145	14240	27.2	24.0	208	19839	39.0	33.4	56	4176	10.5	7.0
English/Language Arts 10	562	55651	115	11886	20.5	21.4	125	10044	22.2	18.0	112	11628	19.9	20.9	163	15650	29.0	28.1	47	6443	8.4	11.6
Mathematics 3	585	65594	52	9748	8.9	14.9	104	14771	17.8	22.5	175	17224	29.9	26.3	209	19600	35.7	29.9	45	4251	7.7	6.5
Mathematics 4	575	64290	40	8870	7.0	13.8	142	18133	24.7	28.2	193	17579	33.6	27.3	197	17957	34.3	27.9	*	1751	≤5.0	2.7
Mathematics 5	590	63828	*	8337	≤5.0	13.1	133	18491	22.5	29.0	217	17946	36.8	28.1	206	16441	34.9	25.8	*	2613	≤5.0	4.1
Mathematics 6	569	62194	31	8473	5.4	13.6	132	17837	23.2	28.7	211	17552	37.1	28.2	186	16345	32.7	26.3	*	1987	≤5.0	3.2
Mathematics 7	627	55010	32	7181	5.1	13.1	126	17630	20.1	32.0	246	18528	39.2	33.7	211	11036	33.7	20.1	*	635	≤5.0	1.2
Mathematics 8	359	41166	66	11971	18.4	29.1	109	11126	30.4	27.0	121	8530	33.7	20.7	63	8056	17.5	19.6	*	1483	≤5.0	3.6
Algebra I	570	61842	54	8047	9.5	13.0	169	17712	29.6	28.6	166	16757	29.1	27.1	180	18194	31.6	29.4	*	1132	≤5.0	1.8
Algebra II	643	40580	209	13057	32.5	32.2	144	10917	22.4	26.9	153	8430	23.8	20.8	137	7820	21.3	19.3	*	356	≤5.0	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

18.8 26.6 54.5

	S	chool	Co	unty	St	ate	Sci	hool	Cou	nty	Sta	ite
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 15.0	26.3	20.4	22.3	27.4	27.2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional 85.0	73.7	77.3	75.4	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed teac	hers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles 0.0	0.0	2.9	2.4	8.4	1 7.
Class of 2014 (5-Year Rate)	*	≥	95.00		88.70		Elementary Low Poverty *	: :	* 0.0	0.0	2.9	3.
							Elementary High Poverty *	: :	* *	*	10.5	11.
							Secondary Low Poverty *		* 3.7	2.4	6.7	6.
							Secondary High Poverty		* *	*	17.7	15.

											Secondary High				*	*	*	*	17.7	15.7		
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′ %		STATE	%		GR	RADE	SC	CHOOL	. %	С	OUNTY	%	5	STATE 9	%	
5 2015	11.5	60.8	27.7	20.1	65.3	14.7	36.7	53.9	9.5		5	2015	*	*	*	*	*	*	24.3	40.8	34.9	
2014	12.6	75.7	11.7	27.2	65.1	7.7	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9	
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4		8	3 2015	*	*	*	*	*	*	24.0	37.6	38.4	
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2	
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4		E	B 2015	*	*	*	*	*	*	31.8	37.5	30.6	
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0	
											3	2015	*	*	*	*	*	*	19.3	38.4	42.3	
												2014	*	*	*	*	*	*	12.5	35.9	51.6	
											4	2015	*	*	*	*	*	*	20.4	33.5	46.1	
												2014	*	*	*	*	*	*	14.7	33.9	51.4	
											5	2015	*	*	*	*	*	*	23.8	35.7	40.5	
												2014	*	*	*	*	*	*	18.9	40.3	40.8	
											6	2015	*	*	*	*	*	*	22.8	32.2	45.0	
												2014	*	*	*	*	*	*	16.0	37.0	47.0	
											7	7 2015	*	*	*	*	*	*		31.3		
												2014	*	*	*	*	*	*	13.3		54.9	
											8	3 2015	*	*	*	*	*	*		39.0		
												2014	*	*	*	*	*	*		35.7		
											Д	A 2015	*	*	*	*	*	*	22.9		44.3	
												2014	*	*	*	*	*	*		34.3		
											3	2015	*	*	*	*	*	*	16.5	28.9	54.6	
											•	2014	*	*	*	*	*	*	10.3		63.2	
											4	2015	*	*	*	*	*	*		28.1		
											·	2014	*	*	*	*	*	*		24.3		
												2015	*	*	*	*	*	*	16.4		53.7	
											,	2014	*	*	*	*	*	*		25.0	63.6	
													*	*	*	*	*	*				
											6	2015	*	*	*	*	*	*		24.6		
											-	2014	*	*	*	*	*	*		23.5		
												7 2015				<i>T</i>				22.8		
												2014	•	* •			*			21.0		
												3 2015	•	*			*			28.8		
												2014	*	*	*	*	*	*		24.6		
											E	E 2015	*	*	*	*	*	*	19.0	27.7	53.3	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Bayside Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	126	16	12.7	24	19.0	32	25.4	50	39.7	*	≤5.0
English/Language Arts 4	140	13	9.3	15	10.7	42	30.0	54	38.6	16	11.4
English/Language Arts 5	129	*	≤5.0	13	10.1	34	26.4	72	55.8	7	5.4
Mathematics 3	126	7	5.6	14	11.1	47	37.3	42	33.3	16	12.7
Mathematics 4	140	*	≤5.0	22	15.7	44	31.4	68	48.6	*	≤5.0
Mathematics 5	129	*	≤5.0	18	14.0	50	38.8	53	41.1	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

18.8 26.6 54.5

	Scho	ool C	ounty	St	ate	S	chool	(County	St	ate
Attendance Rate %	2015	2014 201	2014	2015	2014	Teacher Qualifications 201	15 20	14 201	.5 201	4 2015	2014
Elementary	94.5 ≥ 9	95.0 ≥ 95.) ≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥ 95.) ≥ 95.0	95.0	95.4	Standard Professional 16.0	20).8 20	.4 22	.3 27.4	27.2
High	*	* 94.	94.7	92.4	92.7	Advanced Professional 84.0	79	9.2 77	.3 75	4 65.2	65.5
						Resident Teacher 0.0) ().O 0	.0 0	0 1.1	0.7
						Conditional Teacher 0.0) (0.0 1	.0 0	8 1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied te	achers			
Class of 2014 (4-Year Rate)		*	93.97		86.39	All Quartiles 0.	.0	0.0	2.9	2.4 8.	4 7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	0.0	o.o 2 .	9 3.0
, ,						Elementary High Poverty	*	*	*	* 10.	5 11.4
						Secondary Low Poverty	*	*	3.7	2.4 6.	7 6.0
						Secondary High Poverty	*	*	*	* 17.	7 15.7

												ondary Low Poverty ondary High Poverty			*	*	3.7	2.4	6.7 17.7	6.0 15.7	
											366	ondary mgm roverty								15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	9	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE	%
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*		28.9	54.6
												2014	*	*	*	*	*	*			63.2
												4 2015	*	*	*	*	*	*		28.1	
												2014	*	*	*	*	*	*		24.3	63.8
												5 2015	*	*	*	*	*	*		29.9	53.7
												2014	*	*	*	*	*	*		25.0	
												6 2015	*			•				24.6	
												2014	*	*	*	*	*	*	13.3		
												7 2015	*	*	*	*	*	*	10.9		
												2014	*	*	*	*	*	*		21.0	
												8 2015 2014	*	*	*	*	*	*		28.8 24.6	
												2014 E 2015	*	*	*	*	*	*		24.6 27.7	
												E 2015							15.0	21.7	33.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Centreville Elementary School

PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scho	ool	County	S	tate	Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014 20	15 20	14 2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	* ≥9	5.0 ≥ 95	5.0 95.4	95.7	% of certificates:					
Middle	≥ 95.0 ≥ 9	95.0 ≥ 9	5.0 ≥ 95	5.0 95.0	95.4	Standard Professional 25.9	25.8	20.4	22.3	27.4	27.2
High	*	* 9	1.5 94	1.7 92. 4	92.7	Advanced Professional 74.1	74.2	77.3	75.4	65.2	65.5
		_				Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)		*	93.9	97	86.39	All Quartiles 1.7	0.0	2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95		88.70		Elementary Low Poverty *	*	0.0	0.0	2.9	3.0
,,						Elementary High Poverty *	*	*	*	10.5	11.4
						Secondary Low Poverty *	*	3.7	2.4	6.7	6.0
								*			

										Secondary High Pov			*	*	*	*	17.7	15.7	
	B.44	CA D	. . : . :	1 .					osis 0/	Drafisiant 0/ Advanced 0/		L B4C	1 Df		1	-1-			
				ncy Le					asic %	Proficient % Advanced %		lt-MS/			-				
GRADE		CHOOL			OUNTY			STATE		GRADE		SCHOO	L %	C	OUNTY *			STATE 9	
5 2015	•	.	*		65.3			53.9		5 20			*		*	*		40.8	
2014			*		65.1			54.9	9.3	20		·	*	_	*	*		42.5	
8 2015		77.3		13.6	79.6	6.9		61.7	6.4	8 20			*		*	*		37.6	
2014	13./	77.1	9.1	15.8	77.8	6.4		62.8	6.6	20						*		41.0	
*B 2015	*	*	*	9.0	68.4			61.2		B 20		*		*	*	*		37.5	
2014		-		7.4	/3.4	19.2	15.4	61.7	22.9	20	14 *						28.7	37.3	34.0
										3 20	15 *	*	*	*	*	*	19 3	38.4	42.3
										20		*	*	*	*	*		35.9	
										4 20		*	*	*	*	*		33.5	
										20		*	*	*	*	*		33.9	
										5 20		*	*	*	*	*		35.7	
										20		*	*	*	*	*		40.3	
										6 20	15 *	*	*	*	*	*	22.8	32.2	45.0
										20	14 *	*	*	*	*	*	16.0	37.0	47.0
										7 20	15 *	*	*	*	*	*	14.1	31.3	54.5
										20	14 *	*	*	*	*	*	13.3	31.9	54.9
										8 20	15 *	*	*	*	*	*	16.9	39.0	44.0
										20	14 *	*	*	*	*	*	17.8	35.7	46.5
										A 20	15 *	*	*	*	*	*	22.9	32.8	44.3
										20	14 *	*	*	*	*	*	22.2	34.3	43.5
										3 20	15 *	*	*	*	*	*	16.5	28.9	54.6
										20	14 *	*	*	*	*	*	10.3	26.5	63.2
										4 20	15 *	*	*	*	*	*	17.4	28.1	54.5
										20	14 *	*	*	*	*	*	11.9	24.3	63.8
										5 20		*	*	*	*	*		29.9	
										20		*	*	*	*	*	11.4		
										6 20		*	*	*	*	*		24.6	
										20		*	*	*	*	*		23.5	
										7 20		*	*	*	*	*		22.8	
										20		*	*	*	*	*		21.0	
										8 20		*	*	*	*	*	13.2		
										20		*	*	*	*	*	12.6 19.0	24.6	
										E 20 20		*	*	*	*	*		26.6	
										20	L-T						10.0	20.0	JT.J

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Centreville Middle School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	180	15	8.3	28	15.6	61	33.9	67	37.2	*	≤5.0
English/Language Arts 7	175	18	10.3	29	16.6	49	28.0	58	33.1	21	12.0
English/Language Arts 8	168	11	6.5	23	13.7	46	27.4	72	42.9	16	9.5
Mathematics 6	180	*	≤5.0	43	23.9	63	35.0	62	34.4	*	≤5.0
Mathematics 7	176	*	≤5.0	35	19.9	63	35.8	67	38.1	*	≤5.0
Mathematics 8	120	18	15.0	36	30.0	43	35.8	23	19.2	*	≤5.0
Algebra I	50	*	≤5.0	*	≤5.0	5	10.0	42	84.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	20
Elementary	94.7	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
, Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	5.9	17.6	20.4	22.3	27.4	2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional	94.1	82.4	77.3	75.4	65.2	6
				•			Resident Teacher	0.0	0.0	0.0	0.0	1.1	
							Conditional Teacher	0.0	0.0	1.0	0.8	1.5	
Cohort Graduation Rate							% of classes NOT taught by high	ıly qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles	0.0	0.0	2.9	2.4	8.4	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70		Elementary Low Poverty	*	*	0.0	0.0	2.9	
,,							Elementary High Poverty	*	*	*	*	10.5	
							Secondary Low Poverty	*	*	3.7	2.4	6.7	
							Secondary High Poverty	*	*	*	*	17.7	

											econdary Low Poverty econdary High Poverty			*	*	3.7 *	*	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels				asic %	Proficient % Advanced 9	%	Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %		OUNTY			STATE	%		GRADE	S	CHOO	L %	С	COUNTY	′ %		STATE 9	
5 2015	*	*	*		65.3		36.7	53.9	9.5		5 2015	*	*	*	*	*	*		40.8	
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3		2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4		8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*		35.9	
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*		33.9	51.4
											5 2015	*	*	*	*	*	*	23.8		40.5
											2014	*	*	*	*	*	*		40.3	
											6 2015	*	*	*	*	*	*		32.2	
											2014	*	*	*	*	*	*		37.0	
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9		44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*		32.8	
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*		28.9	
											2014	*	*	*	*	*	*		26.5	
											4 2015	*	*	*	*	*	*		28.1	
											2014	*	*	*	*	*	*		24.3	
											5 2015	*	*	*	*	*	*		29.9	
											2014	*	*	*	*	*	*	11.4		63.6
											6 2015	*	*	*	*	*	*		24.6	
											2014	*	*	*	*	*	*		23.5	
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	
											2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Church Hill Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	71	14	19.7	14	19.7	15	21.1	26	36.6	*	≤5.0
English/Language Arts 4	50	5	10.0	10	20.0	15	30.0	19	38.0	*	≤5.0
Mathematics 3	71	6	8.5	13	18.3	16	22.5	29	40.8	7	9.9
Mathematics 4	50	*	≤5.0	17	34.0	20	40.0	11	22.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Grasonville											
	School	Co	unty	Sta	ate	Sc	hool	Cou	ınty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 19.2	16.0	20.4	22.3	27.4	27.2
High	* *	94.5	94.7	92.4	92.7	Advanced Professional 80.8	84.0	77.3	75.4	65.2	65.5
S						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed tea	chers			
Class of 2014 (4-Year Rate)	*		93.97		86.39	All Quartiles 2.9	0	.0 2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00	33.37	88.70	00.55	Elementary Low Poverty *	:	* 0.0	0.0	2.9	3.0
, ,						Elementary High Poverty *		* *	*	10.5	11.4
						Secondary Low Poverty *	:	* 3.7	2.4	6.7	6.0
						Secondary High Poverty	:	* *	*	17.7	15.7

											Seco	ndary High Poverty			*	*	*	*	17.7	15.7	<i>,</i>
	N/I	SA Dra	oficier	ncv I c	walc			R	asic %	Proficient %	Advanced %		Λl+	-N/S/	\ Profi	cionc	v I ov	alc			
GRADE		CHOOL			COUNTY	/ 0/		STATE		Troncient 70	Advanced 70	GRADE		CHOO			OUNTY			STATE	0/
5 2015		65.9			65.3			53.9	9.5			5 2015	*	*	- 70 *	*	*	*		40.8	
2014		69.4			65.1		35.8		9.3			2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*		79.6	6.9		61.7	6.4			8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	15.8	77.8			62.8	6.6			2014	*	*	*	*	*	*		41.0	
*B 2015	*	*	*	9.0	68.4	22.5		61.2	23.4			B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												l									
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*		35.7	
												A 2015	*	*	*	*	*	*		32.8	
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												2 2245	•	•	*	*	*	*	45.5	20.0	
												3 2015	*	*	*	*	*	*		28.9	
												2014 4 2015	*	*	*	*	*	*		26.5 28.1	
												2014	*	*	*	*	*	*		24.3	
												5 2015	*	*	*	*	*	*		29.9	
												2014	*	*	*	*	*	*		25.0	
												6 2015	*	*	*	*	*	*		24.6	
												2014	*	*	*	*	*	*		23.5	
												7 2015	*	*	*	*	*	*		22.8	
												2014	*	*	*	*	*	*		21.0	
												8 2015	*	*	*	*	*	*		28.8	
												2014	*	*	*	*	*	*		24.6	
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3
												2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Grasonville Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	72	9	12.5	13	18.1	20	27.8	29	40.3	*	≤5.0
English/Language Arts 4	82	7	8.5	6	7.3	34	41.5	35	42.7	*	≤5.0
English/Language Arts 5	82	*	≤5.0	15	18.3	22	26.8	41	50.0	*	≤5.0
Mathematics 3	72	6	8.3	12	16.7	16	22.2	30	41.7	8	11.1
Mathematics 4	82	*	≤5.0	16	19.5	32	39.0	31	37.8	*	≤5.0
Mathematics 5	82	*	≤5.0	19	23.2	27	32.9	33	40.2	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Schoo	ol Co	unty	Sta	ate	So	chool	Cou	inty	Sta	te
Attendance Rate %	2015 2	014 2015	2014	2015	2014	Teacher Qualifications 201	5 20:	4 2015	2014	2015	2014
Elementary	94.9 ≥ 95	i.0 ≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17.4	13	0 20.4	22.3	27.4	27.2
High	*	* 94.5	94.7	92.4	92.7	Advanced Professional 82.6	82	.6 77.3	75.4	65.2	65.5
						Resident Teacher 0.0	0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 1.0	0.8	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)		*	93.97		86.39	All Quartiles 0.0	0	0.0 2. 9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	* 0.0	0.0	2.9	3.0
						Elementary High Poverty	*	* *	*	10.5	11.4
						Secondary Low Poverty	*	* 3.7	2.4	6.7	6.0
						Secondary High Poverty	*	* *	* *	17.7	15.7

Profession Pro												condary Low Poverty condary High Poverty			*	*	3.7 *	2.4	6.7 17.7	6.0 15.7	
SAME SCHOOL S COUNTY STATES STATES STATES SAME SCHOOL S COUNTY STATES SAME SAME SAME SAME SAME SAME SAME SA												, , ,									
52015 75		MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	A Profi	cienc	y Lev	els			
2014	GRADE	S	CHOOL	. %	С	COUNT	/ %	(STATE	%		GRADE	S	CHOO	L %	С	OUNT	′ %	,	STATE	%
8 2015	5 2015	25.7	69.0	5.3	20.1	65.3	14.7	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	2014	37.2	57.0	5.8	27.2	65.1	7.7	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
*** *** *** *** *** *** *** *** *** **	8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014 * * 7.4 73.4 19.2 15.4 61.7 22.9 2014 * * * 7.4 73.4 19.2 15.4 61.7 22.9 3 2015 * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * * 19.3 38.4 42.3 2014 * * * * * * * * * 19.3 38.5 46.1 2014 * * * * * * * * * 19.3 38.5 46.1 2014 * * * * * * * * * 18.9 40.3 40.8 6 2015 * * * * * * * * 18.9 40.3 40.8 6 2015 * * * * * * * * 18.9 40.3 40.8 6 2015 * * * * * * * * 18.9 40.3 40.8 8 2015 * * * * * * * 18.9 40.3 40.8 8 2015 * * * * * * * 18.9 30.3 40.8 8 2015 * * * * * * * 18.9 30.3 40.8 2014 * * * * * * * 18.9 30.3 40.8 2014 * * * * * * * 18.9 30.3 40.8 3 2015 * * * * * * * * 18.9 30.3 40.8 3 2016 * * * * * * * * 18.9 30.3 40.8 3 2016 * * * * * * * * * 18.9 30.3 40.8 3 2017 * * * * * * * * * * * * * * * * * * *	2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
3 2015 2014 2015 2014 2015 2014 2016 2014 2017 2014 2017 2014 2017 2018 2018 2018 2018 2018 2018 2018 2018		*	*	*	9.0	68.4	22.5	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
2014																					
4 2015												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014 * * * * * * * * * * * * * * * * * * *												2014	*	*	*	*	*	*	12.5	35.9	51.6
5 2015 * * * * * 23.8 35.7 40.5 2014 * * * * * * * * 18.9 40.3 40.8 6 2015 * * * * * * * 16.0 37.0 47.0 7 2015 * * * * * 11.3 31.3 54.5 2014 * * * * * 11.3 31.9 54.5 8 2015 * * * * * * 16.9 39.0 44.0 2014 * <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>4 2015</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>20.4</td><td>33.5</td><td>46.1</td></td<>												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014													*	*		*					51.4
6 2015													*	*		*	*				
2014													*	*		*	*				
7 2015													*	*		*	*				
2014													*	*		*	*				
8 2015													*	*		*	*				
2014 * * * * * * * 17.8 35.7 46.5 A 2015 * * * * * * * 22.9 32.8 44.3 2014 * * * * * * * 16.5 28.9 54.6 2014 * * * * * * * 10.3 26.5 63.2 4 2015 * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.9 24.3 63.8 7 2015 * * * * * * 11.4 25.0 63.6 2014 * * * * * * * 11.9 24.8 63.8 2014 * * * * * * * 11.9 24.8 66.3 2014 * * * * * * * * 11.9 24.8 66.3 2014 * * * * * * * * 11.9 24.8 66.3 2014 * * * * * * * * * 11.9 24.8 66.3 2014 * * * * * * * * * * * * * * * * * * *													*	*		*	*				
A 2015													*	*		*					
2014 * * * * * * * 22.2 34.3 43.5 3 2015 * * * * * * * * 16.5 28.9 54.6 2014 * * * * * * * 10.3 26.5 63.2 4 2015 * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * * 16.8 24.6 58.6 2014 * * * * * * * 13.3 23.5 63.2 7 2015 * * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 11.2 21.0 66.9 8 2015 * * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * * * * * * * * * * * * *													*	*		*	*				
3 2015 * * * * * * * * * 16.5 28.9 54.6 2014 * * * * * * * * 10.3 26.5 63.2 4 2015 * * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * * 11.3 23.5 63.2 7 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3													*	*	*	*	*	*			
2014 * * * * * * * 10.3 26.5 63.2 4 2015 * * * * * * * 17.4 28.1 54.5 2014 * * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * 16.4 29.9 53.7 2014 * <												2014	*	*	*	*	*	*	22.2	34.3	43.5
2014 * * * * * * 10.3 26.5 63.2 4 2015 * * * * * * 17.4 28.1 54.5 2014 * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.4 25.0 63.6 2014 * * * * * * 11.4 25.0 63.2 7 2015 * * * * * * * 11.4 25.0 63.2 7 2016 * * * * * * * 11.4 25.0 63.2 8 2017 * * * * * * * 11.4 25.0 63.2 8 2018 * * * * * * * * 11.4 25.0 63.2 9 2014 * * * * * * * * 11.4 25.0 63.2 9 2014 * * * * * * * * * * 11.4 25.0 63.2 9 2014 * * * * * * * * * * * * * * * * * * *												2 2245	•						46.5	20.0	
4 2015 * * * * * * * 17.4 28.1 54.5 2014 * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * * 16.4 29.9 53.7 2014 * * * * * * * * * * 11.4 25.0 63.6 2014 * <													•	*		•	•	•			
2014 * * * * * * * * 11.9 24.3 63.8 5 2015 * * * * * * * * 16.4 29.9 53.7 2014 * * * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * * * 16.8 24.6 58.6 2014 * * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * * 12.2 21.0 66.9 8 2015 * * * * * * * * 13.2 28.8 58.0 2014 * * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
5 2015 * * * * * * 11.9 22.3 03.8 2014 * * * * * * * 11.9 22.3 03.8 2014 * * * * * * * 11.9 22.9 53.7 2015 * * * * * * * * 16.8 24.6 58.6 2014 * * * * * * * * 10.9 22.8 66.3 2014 *<													*	*	*	*	*	*			
2014 * * * * * * * * 11.4 25.0 63.6 6 2015 * * * * * * * * 16.8 24.6 58.6 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 11.2 21.0 66.9 8 2015 * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * * 11.2 28.8 58.0 2014 * * * * * * * * 11.5 24.6 62.8 E 2015 * * * * * * * * 11.0 27.7 53.3													*	*		*	*				
6 2015 * * * * * * * 16.8 24.6 58.6 2014 * * * * * * * * 13.3 23.5 63.2 7 2015 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 12.2 21.0 66.9 8 2015 * * * * * * * 13.2 28.8 58.0 2014 * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
2014 * * * * * * 13.3 23.5 63.2 7 2015 * * * * * * * 10.9 22.8 66.3 2014 * * * * * * * 12.2 21.0 66.9 8 2015 * * * * * * * * 13.2 28.8 58.0 2014 * * * * * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
7 2015 * * * * * * 10.9 22.8 66.3 2014 * * * * * * 12.2 21.0 66.9 8 2015 * * * * * * 13.2 28.8 58.0 2014 * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
2014 * * * * * * 12.2 21.0 66.9 8 2015 * * * * * * 13.2 28.8 58.0 2014 * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * 19.0 27.7 53.3													*	*	*	*	*				
8 2015 * * * * * * 13.2 28.8 58.0 2014 * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * * 19.0 27.7 53.3													*	*	*	*	*				
2014 * * * * * * * 12.6 24.6 62.8 E 2015 * * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
E 2015 * * * * * 19.0 27.7 53.3													*	*	*	*	*	*			
													*	*	*	*	*	*			
												2014	*	*	*	*	*	*			

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Kennard Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	172	35	20.3	34	19.8	30	17.4	66	38.4	*	≤5.0
English/Language Arts 4	173	21	12.1	36	20.8	47	27.2	56	32.4	13	7.5
English/Language Arts 5	171	10	5.8	34	19.9	50	29.2	74	43.3	*	≤5.0
Mathematics 3	172	19	11.0	29	16.9	51	29.7	65	37.8	*	≤5.0
Mathematics 4	172	18	10.5	51	29.7	56	32.6	46	26.7	*	≤5.0
Mathematics 5	171	*	≤5.0	47	27.5	67	39.2	49	28.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sc	hool	Co	unty	St	ate	Si	chool	Cou	ınty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	5 2014	4 2015	2014	2015	2014
Elementary	≥ 95.0	94.8	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 18.2	14.3	20.4	22.3	27.4	27.2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional 77.3	81.0	77.3	75.4	65.2	65.5
8							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles 0.0	0	.0 2.9	2.4	8.4	7.
Class of 2014 (5-Year Rate)	*	;	≥ 95.00	33.37	88.70	00.00	Elementary Low Poverty	*	* 0.0	0.0	2.9	3.0
, ,							Elementary High Poverty	*	* *	* *	10.5	11.
							Secondary Low Poverty	k	* 3.7	2.4	6.7	6.0
							Secondary High Poverty	*	* :	* *	17.7	15.

										Secondary High Pove			*	*	*	*	17.7	15.7	
															_				
				ncy Le					asic %	Proficient % Advanced %			A Profi						
GRADE	S	CHOOL			OUNTY			STATE		GRADE		SCHOO	L %	C	OUNTY			STATE '	
5 2015	*	*	*		65.3		36.7		9.5	5 201		*	*	*	*	*		40.8	
2014	*	*	*		65.1		35.8		9.3	201		*	*	*	*	*		42.5	
8 2015	*	*	*		79.6			61.7	6.4	8 201		*	*	*	*	*		37.6	
2014	*	*	*		77.8	6.4	30.6		6.6	201		*	*	*	*	*		41.0	
*B 2015	*	*	*	9.0		22.5	15.4			B 201				*	*			37.5	
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9	201	*	*	*	*	*	*	28.7	37.3	34.0
										2.204	- *	*	*	*	*	*	10.2	20.4	42.2
										3 201 201		*	*	*	*	*		38.4 35.9	
										4 201		*	*	*	*	*		33.5	
										201		*	*	*	*	*		33.9	
										5 201		*	*	*	*	*		35.7	
										201		*	*	*	*	*		40.3	
										6 201		*	*	*	*	*		32.2	
										201		*	*	*	*	*		37.0	
										7 201	*	*	*	*	*	*		31.3	
										201	1 *	*	*	*	*	*	13.3	31.9	54.9
										8 201	*	*	*	*	*	*	16.9	39.0	44.0
										201	*	*	*	*	*	*	17.8	35.7	46.5
										A 201	*	*	*	*	*	*	22.9	32.8	44.3
										201	*	*	*	*	*	*	22.2	34.3	43.5
										3 201	*	*	*	*	*	*	16.5	28.9	54.6
										201	*	*	*	*	*	*	10.3	26.5	63.2
										4 201	*	*	*	*	*	*	17.4	28.1	54.5
										201	*	*	*	*	*	*	11.9	24.3	63.8
										5 201		*	*	*	*	*		29.9	
										201		*	*	*	*	*		25.0	63.6
										6 201		*	*	*	*	*		24.6	
										201		*	*	*	*	*		23.5	
										7 201		*	*	*	*	*		22.8	
										201		*		*	*	*		21.0	
										8 201		*	*	*	*	*		28.8	
										201 E 201		*	*	*	*	*		24.6 27.7	
										E 201							T3.0	41.1	33.3

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Kent Island Elementary School

PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Si	chool	Cou	ınty	Sta	te
Attendance Rate %	2015 2014	4 2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 26.7	29.	20.4	22.3	27.4	27.2
High	94.4 ≥ 95.0	94.5	94.7	92.4	92.7	Advanced Professional 70.0	68.9	77.3	75.4	65.2	65.5
o .						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 1.7	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	94.68		93.97		86.39	All Quartiles 4.	4 3	.3 2. 9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00	≥ 95.00		88.70		Elementary Low Poverty	*	* 0.0	0.0	2.9	3.0
						Elementary High Poverty	*	* *	*	10.5	11.4
						Secondary Low Poverty	*	* 3.7	2.4	6.7	6.0
						Secondary High Poverty	*	* *		17.7	15.7

										Secondary High Poverty	/		*	*	*	*	17.7	15.7	
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Αlt	-MSA	A Profi	cienc	v Lev	els			
GRADE		CHOOL			OUNTY	· 0/2	ç	STATE		GRADE		CHOO			OUNTY		,	STATE S	%
5 2015	*	*	*		65.3		36.7		9.5	5 2015	*	*	*	*	*	*		40.8	
2014	*	*	*		65.1		35.8		9.3	2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*	13.6	79.6	6.9	31.9		6.4	8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6	2014	*	*	*	*	*	*		41.0	
*B 2015	5.7	67.6	26.8	9.0	68.4	22.5	15.4	61.2	23.4	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	≤5.0	77.2	21.4	7.4	73.4	19.2	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	*	*	*	12.5	35.9	51.6
										4 2015	*	*	*	*	*	*	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*		32.2	
										2014	*	*	*	*	*	*		37.0	
										7 2015	*	*	*	*	*	*		31.3	
										2014	*	*	*	*	*	*		31.9	
										8 2015	*	*	*	*	*	*			44.0
										2014	•				*	*		35.7	
										A 2015 2014	*	*	*	*	*	*		32.8	
										2014							22.2	34.3	45.5
										3 2015	*	*	*	*	*	*	16.5	28.9	54.6
										2014	*	*	*	*	*	*		26.5	
										4 2015	*	*	*	*	*	*		28.1	
										2014	*	*	*	*	*	*		24.3	
										5 2015	*	*	*	*	*	*	16.4	29.9	53.7
										2014	*	*	*	*	*	*	11.4	25.0	63.6
										6 2015	*	*	*	*	*	*	16.8	24.6	58.6
										2014	*	*	*	*	*	*	13.3	23.5	63.2
										7 2015	*	*	*	*	*	*	10.9	22.8	66.3
										2014	*	*	*	*	*	*	12.2	21.0	66.9
										8 2015	*	*	*	*	*	*	13.2	28.8	58.0
										2014	*	*	*	*	*	*	12.6	24.6	62.8
										E 2015	*	*	*	*	*	*	19.0	27.7	53.3
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Kent Island High School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	290	53	18.3	55	19.0	68	23.4	87	30.0	27	9.3
Algebra I	183	24	13.1	55	30.1	74	40.4	30	16.4	*	≤5.0
Algebra II	288	84	29.2	60	20.8	73	25.3	71	24.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

-	School	Co	unty	St	ate		Sch	ool	Cou	ntv	Sta	te
Attendance Rate %	2015 2014		•	2015	2014	Teacher Qualifications			2015	2014		2014
Elementary	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	19.2	12.0	20.4	22.3	27.4	27.2
High	* *	94.5	94.7	92.4	92.7	Advanced Professional	80.8	80.0	77.3	75.4	65.2	65.5
		5	5	3	32.7	Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	1.0	0.8	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by high	ly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		93.97		86.39	All Quartiles	0.0	0.0	2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00		88.70		Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

												econdary Low Poverty econdary High Poverty			*	*	3.7 *	2.4	6.7 17.7	6.0 15.7	
	MS	SA Pro	oficie	ncy Le	vels			Е	asic %	Proficient %	Advanced S	%	Alt	-MSA	A Profi	icienc	y Lev	els			
GRADE	S	CHOOL	%	С	OUNTY	/ %	:	STATE	%			GRADE	S	CHOO	L %	C	COUNT	′ %		STATE	%
5 2015		67.0			65.3			53.9	9.5			5 2015	*	*	*	*	*	*		40.8	
2014	20.6	73.5	5.9	27.2	65.1	7.7	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	*	*	*	10.3	26.5	63.2
												4 2015	*	*	*	*	*	*	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3	23.5	63.2
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3
												2014	*	*	*	*	*	*	12.2	21.0	66.9
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0
												2014	*	*	*	*	*	*		24.6	
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3
												2014	*	*	*	*	*	*	100	26.6	ГАГ

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Matapeake Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	80	15	18.8	9	11.3	22	27.5	31	38.8	*	≤5.0
English/Language Arts 4	73	4	5.5	12	16.4	25	34.2	29	39.7	*	≤5.0
English/Language Arts 5	97	6	6.2	10	10.3	27	27.8	51	52.6	*	≤5.0
Mathematics 3	81	5	6.2	13	16.0	31	38.3	26	32.1	6	7.4
Mathematics 4	73	6	8.2	14	19.2	22	30.1	30	41.1	*	≤5.0
Mathematics 5	97	*	≤5.0	13	13.4	31	32.0	46	47.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	St	ate	Sci	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 26.9	22.7	20.4	22.3	27.4	27.2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional 69.2	68.2	77.3	75.4	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 3.8	4.5	1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tead	hers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles 8.:	L 8.	7 2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥	95.00	22.37	88.70		Elementary Low Poverty	k	* 0.0	0.0	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	k	* *	*	10.5	11.4
							Secondary Low Poverty	k	* 3.7	2.4	6.7	6.0
							Secondary High Poverty	k	* *		17.7	15.7

											condary Low Poverty condary High Poverty	,		*	*	3.7 *	2.4	6.7 17.7	6.0 15.7	
											, , , ,									
	M	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	A Profi	icienc	y Lev	els			
GRADE	5	CHOOL	_ %	С	COUNT	/ %	5	STATE	%		GRADE	S	CHOO	L %	C	OUNTY	′ %	5	STATE 9	%
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	6.3	83.9	9.8	13.6	79.6	6.9	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	8.2	84.5	7.3	15.8	77.8	6.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*	12.5	35.9	51.6
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	*	*	*	10.3	26.5	63.2
											4 2015	*	*	*	*	*	*	17.4	28.1	54.5
											2014	*	*	*	*	*	*	11.9	24.3	63.8
											5 2015	*	*	*	*	*	*			53.7
											2014	*	*	*	*	*	*		25.0	63.6
											6 2015	*	*	*	*	*	*		24.6	
											2014	*	*	*	*	*	*		23.5	
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	
											2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Matapeake Middle School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	135	*	≤5.0	14	10.4	57	42.2	57	42.2	*	≤5.0
English/Language Arts 7	162	10	6.2	23	14.2	35	21.6	56	34.6	38	23.5
English/Language Arts 8	113	8	7.1	10	8.8	29	25.7	50	44.2	16	14.2
Mathematics 6	135	*	≤5.0	18	13.3	62	45.9	51	37.8	*	≤5.0
Mathematics 7	162	*	≤5.0	30	18.5	61	37.7	58	35.8	*	≤5.0
Mathematics 8	73	6	8.2	20	27.4	27	37.0	20	27.4	*	≤5.0
Algebra I	39	*	≤5.0	*	≤5.0	8	20.5	30	76.9	*	≤5.0
Algebra II	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	Se	hool	Co	unty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	201	4 2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 14.0	13.	3 20.4	22.3	27.4	27.2
High	94.5	94.4	94.5	94.7	92.4	92.7	Advanced Professional 80.7	83.	3 77.3	75.4	65.2	65.5
5							Resident Teacher 0.0	0.	0.0	0.0	1.1	0.7
							Conditional Teacher 3.5	3.	3 1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		93.31		93.97		86.39	All Quartiles 9.3	2 7	7.9 2.	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	93.92	≥	95.00		88.70		Elementary Low Poverty	k	* 0.	0.0	2.9	3.0
							Elementary High Poverty	k	*	* *	10.5	11.4
							Secondary Low Poverty	k	* 3.	7 2.4	6.7	6.0
							Secondary High Poverty	k	*	* *	17.7	15.7

											condary Low Poverty condary High Poverty			*	*	3.7 *	2.4	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	A Prof	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	9	STATE	%		GRADE	S	CHOO	L %	C	COUNTY	′ %	9	STATE 9	%
5 2015	*	*	*	20.1	65.3	14.7	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	11.8	70.2	17.9	9.0	68.4	22.5	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	12.3	70.3	17.4	7.4	73.4	19.2	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*	12.5	35.9	51.6
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	*	*	*	10.3	26.5	63.2
											4 2015	*	*	*	*	*	*	17.4	28.1	54.5
											2014	*	*	*	*	*	*	11.9	24.3	63.8
											5 2015	*	*	*	*	*	*	16.4	29.9	53.7
											2014	*	*	*	*	*	*	11.4	25.0	63.6
											6 2015	*	*	*	*	*	*	16.8	24.6	58.6
											2014	*	*	*	*	*	*	13.3	23.5	63.2
											7 2015	*	*	*	*	*	*	10.9	22.8	66.3
											2014	*	*	*	*	*	*	12.2	21.0	66.9
											8 2015	*	*	*	*	*	*	13.2	28.8	58.0
											2014	*	*	*	*	*	*	12.6	24.6	62.8
											E 2015	*	*	*	*	*	*	19.0	27.7	53.3
											2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Queen Anne's County High School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	272	62	22.8	70	25.7	44	16.2	76	27.9	20	7.4
Algebra I	213	30	14.1	109	51.2	65	30.5	*	≤5.0	*	≤5.0
Algebra II	354	125	35.3	84	23.7	80	22.6	65	18.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	St	ate	S	choo	ol	Cou	nty	Sta	te
Attendance Rate %	2015 201	2015	2014	2015	2014	Teacher Qualifications 201	L5 2	014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0 ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 40.7	4	16.4	20.4	22.3	27.4	27.2
High	* *	94.5	94.7	92.4	92.7	Advanced Professional 59.3	5	0.0	77.3	75.4	65.2	65.5
5						Resident Teacher 0.0)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0)	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied t	teache	ers			
Class of 2014 (4-Year Rate)	*		93.97		86.39	All Quartiles 0	.0	0.0	2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	≥ 95.00	,	88.70		Elementary Low Poverty	*	*	0.0	0.0	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	*	*	10.5	11.4
						Secondary Low Poverty	*	*	3.7	2.4	6.7	6.0
						Secondary High Poverty	*	*	*	*	17.7	15.7

										Secondary Low Povert Secondary High Pover			*	*	3.7 *	2.4 *	6.7 17.7	6.0 15.7	
			_																
			oficie	•					Basic %	Proficient % Advanced %			\ Profi	icienc	y Lev	els			
GRADE	S	CHOOL			COUNT			STATE		GRADE		CHOO	L %	С	OUNT			STATE	
5 2015	*	*	*			14.7		53.9	9.5	5 2015		*	*	*	*	*		40.8	
2014	*	*	*	27.2				54.9	9.3	2014		*	*	*	*	*		42.5	
8 2015		79.7	≤5.0	13.6		6.9		61.7	6.4	8 2015	*	*	*	*	*	*		37.6	
2014		79.6		15.8	77.8	6.4		62.8	6.6	2014	*	*	*	*	*	*		41.0	
*B 2015	*	*	*	9.0	68.4				23.4	B 2015	*	*	*	*	*	*			30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	*	*	*	12.5	35.9	51.6
										4 2015		*	*	*	*	*			46.1
										2014		*	*	*	*	*			51.4
										5 2015		*	*	*	*	*			
										2014		*	*	*	*	*			40.8
										6 2015	*	*	*	*	*	*			
										2014	*	*	*	*	*	*		37.0	
										7 2015		*	*	*	*	*			
										2014		*	*	*	*	*			54.9
										8 2015	*	*	*	*	*	*			44.0
										2014	*	*	*	*	*	*		35.7	
										A 2015		*	*	*	*	*			44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015		*	*	*	*	*			
										2014		*	*	*	*	*			63.2
										4 2015	*	*	*	*	*	*		28.1	
										2014	*	*	*	*	*	*			63.8
										5 2015	*	*	*	*	*	*		29.9	53.7
										2014	*	*		*	*	*	11.4	25.0	63.6
										6 2015	*							24.6	58.6
										2014	*	*	*	*	*	*		23.5	
										7 2015		•		•	•				
										2014					Ĵ			21.0	
										8 2015	•	•		•	•			28.8	
										2014	*	*		*	*	*		24.6	
										E 2015	*							27.7	
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Stevensville Middle School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	142	15	10.6	35	24.6	43	30.3	45	31.7	*	≤5.0
English/Language Arts 7	178	21	11.8	25	14.0	35	19.7	72	40.4	25	14.0
English/Language Arts 8	152	16	10.5	27	17.8	47	30.9	50	32.9	12	7.9
Mathematics 6	143	12	8.4	33	23.1	48	33.6	47	32.9	*	≤5.0
Mathematics 7	179	10	5.6	36	20.1	70	39.1	61	34.1	*	≤5.0
Mathematics 8	95	27	28.4	33	34.7	24	25.3	11	11.6	*	≤5.0
Algebra I	57	*	≤5.0	*	≤5.0	10	17.5	45	78.9	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	94.1	94.4	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 10.5	26.3	20.4	22.3	27.4	27.2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional 89.5	73.7	77.3	75.4	65.2	65.5
0							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tead	hers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles 0.0	0.	0 2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	2	95.00		88.70		Elementary Low Poverty *		* 0.0	0.0	2.9	3.0
							Elementary High Poverty *		* *	*	10.5	11.4
							Secondary Low Poverty *		* 3.7	2.4	6.7	6.0
							Secondary High Poverty *		* *	. *	17.7	15.7

										Seco	ondary High Poverty			*	*	*	*	17.7	15.7	'
								_												
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE		CHOOL			OUNTY			STATE	%		GRADE	S	CHOO	L %		COUNT			STATE 9	
5 2015	*	*	*		65.3		36.7		9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	27.2	65.1	7.7	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	13.6	79.6	6.9	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	15.8	77.8	6.4	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	9.0	68.4	22.5	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	7.4	73.4	19.2	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*	12.5	35.9	51.6
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	*	*	*	10.3	26.5	63.2
											4 2015	*	*	*	*	*	*	17.4	28.1	54.5
											2014	*	*	*	*	*	*	11.9	24.3	63.8
											5 2015	*	*	*	*	*	*	16.4	29.9	53.7
											2014	*	*	*	*	*	*	11.4	25.0	63.6
											6 2015	*	*	*	*	*	*	16.8	24.6	58.6
											2014	*	*	*	*	*	*	13.3	23.5	63.2
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	
											2014	*	*	*	*	*	*		26.6	

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sudlersville Elementary School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level						
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5		
		Did not y expect		Partial expect	•	Appro: expect		Met expe	ectations	Exceeded expectations			
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%		
English/Language Arts 3	61	20	32.8	19	31.1	9	14.8	13	21.3	*	≤5.0		
English/Language Arts 4	58	14	24.1	12	20.7	18	31.0	12	20.7	*	≤5.0		
Mathematics 3	63	9	14.3	23	36.5	14	22.2	17	27.0	*	≤5.0		
Mathematics 4	58	6	10.3	22	37.9	19	32.8	11	19.0	*	≤5.0		

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	chool	Co	unty	Sta	ate	So	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.2	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 29.2	26.9	20.4	22.3	27.4	27.2
High	*	*	94.5	94.7	92.4	92.7	Advanced Professional 62.5	73.1	77.3	75.4	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	1.0	0.8	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed tea	chers			
Class of 2014 (4-Year Rate)		*		93.97		86.39	All Quartiles 0.0) 4	.7 2.9	2.4	8.4	7.6
Class of 2014 (5-Year Rate)	*	2	≥ 95.00	33.37	88.70	00.00	Elementary Low Poverty	•	* 0.0	0.0	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,							Elementary High Poverty	•	* *	*	10.5	11.4
							Secondary Low Poverty	•	* 3.7	2.4	6.7	6.0
							Secondary High Poverty		* *		17.7	15.7

										Secondary High Povert			*	*	*	*	17.7	15.7	
	MS	Δ Pro	oficier	ncv I e	vels			В	asic %	Proficient % Advanced %	Δlt	-MSA	\ Profi	cienc	v l eve	ols			
GRADE		CHOOL		-	OUNTY	<i>r</i> 0/		STATE		GRADE		CHOOL						STATE 9	0/
5 2015	23.9				65.3			53.9		5 2015	*	*	- 70 *	*	OUNTY *	*		40.8	
2014	37.4		5.6		65.1	7.7		54.9	9.3	2014	*	*	*	*	*	*		42.5	
8 2015		78.2			79.6	6.9		61.7		8 2015	*	*	*	*	*	*		37.6	
2014		69.5			77.8	6.4		62.8	6.6	2014	*	*	*	*	*	*			39.2
*B 2015	*	*	*	9.0		22.5		61.2		B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	7.4	73.4		15.4			2014	*	*	*	*	*	*		37.3	
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	*	*	*	12.5	35.9	51.6
										4 2015	*	*	*	*	*	*	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*		35.7	
										A 2015	*	*	*	*	*	*			44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
														•			46.5	20.0	F4.6
										3 2015 2014	*	*	*	*	*	*	16.5		54.6 63.2
										4 2015	*	*	*	*	*	*		28.1	
										2014	*	*	*	*	*	*			63.8
										5 2015	*	*	*	*	*	*			53.7
										2014	*	*	*	*	*	*		25.0	63.6
										6 2015	*	*	*	*	*	*			58.6
										2014	*	*	*	*	*	*		23.5	
										7 2015	*	*	*	*	*	*		22.8	
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*	13.2	28.8	58.0
										2014	*	*	*	*	*	*	12.6	24.6	62.8
										E 2015	*	*	*	*	*	*	19.0	27.7	53.3
										2014	*	*	*	*	*	*	18.8	26.6	54.5

[&]quot;na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sudlersville Middle School

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 5	112	12	10.7	19	17.0	34	30.4	43	38.4	*	≤5.0
English/Language Arts 6	111	13	11.7	29	26.1	48	43.2	19	17.1	*	≤5.0
English/Language Arts 7	110	11	10.0	30	27.3	38	34.5	27	24.5	*	≤5.0
English/Language Arts 8	100	16	16.0	13	13.0	23	23.0	36	36.0	12	12.0
Mathematics 5	111	*	≤5.0	36	32.4	42	37.8	25	22.5	*	≤5.0
Mathematics 6	111	8	7.2	38	34.2	38	34.2	26	23.4	*	≤5.0
Mathematics 7	110	7	6.4	25	22.7	52	47.3	25	22.7	*	≤5.0
Mathematics 8	71	15	21.1	20	28.2	27	38.0	9	12.7	*	≤5.0
Algebra I	28	*	≤5.0	*	≤5.0	4	14.3	24	85.7	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations